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ABSTRACT

The Bilingual Teacher Training Program in the Center for Bilingual/Multicultural Studies at the California State University, Chico, is a 1-year field-centered, competency-based program to train bilingual education teachers to meet increased demand. Trainees are placed in blocks of coursework and have field placement in bilingual classrooms. Participants are supervised by on-site master teachers and by supervisors from the university. One principal program goal and six performance objectives based on the critical need for bilingual education teachers have been established. The goal is to produce competent professionals to provide limited-English-proficient children (LEP) with an equal educational opportunity. The objectives include these: by the end of the academic year, 90% of trainees will (1) provide instruction in English and Spanish with equal facility; (2) demonstrate knowledge of linguistics associated with English and Spanish LEP students; (3) demonstrate knowledge of the culture of the LEP students; (4) demonstrate instructional methods and techniques appropriate to bilingual classrooms; (5) demonstrate knowledge of the processes associated with parent and community involvement; and (6) demonstrate knowledge of assessment procedures for identifying and assisting LEP students. Initial evaluation suggests the program is meeting its objectives. (MSE)

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT: There are a significant number of students in the public schools of the State of California that are non-English speaking or limited in their English proficiency. These LEP students require teachers who have developed special skills to work effectively with LEP students. Because of the unique requirements of teachers, institutions of higher education in California, indeed, the United States, cannot prepare sufficient teachers to meet the demand in bilingual education. In order to develop such professionals, an institution of higher education must develop a new approach to training teachers. This approach may require modifying existing structures within and between departments. California State University, Chico is taking advantage of its strong training program in bilingual education, and developing a new type of professional. California State University, Chico trains 30 individuals in bilingual education. The program document outlines the critical need for this activity, and the goals, objectives, and competencies to be developed by the trainees. The document also details the design, budget requirements, evaluation plan, key personnel, and the experience of the University in this endeavor.

INTRODUCTION: The Bilingual Teacher Training Project presents information regarding the critical need to train and credential bilingual/multicultural teachers who can meet the needs of Limited English Proficient Students. This review details the goal, need, and program objectives for such a program. Further, results of this program and its effective- ness are discussed.

BACKGROUND: The Center for Bilingual/Multicultural Studies has been housed on the CSU, Chico campus for the past eight years. It has a successful history of operating federal and state grant programs. Since its inception, the Center has administered funded programs ranging from Bilingual Teacher Training to Bilingual Special Education, Bilingual Speech Pathology and Audiology Resource Personnel Training. California State University, Chico justifies the need to train bilingual teachers by citing information which shows that the state of California has a great need for credentialed (certified) bilingual teachers, and that the state colleges and universities are unable at this time to produce sufficient bilingual teachers to meet the need of providing limited English proficient students an equal educational opportunity. Further, bilingual teachers are recruited from thoughout the nation and still school districts fall short of their need.

To substantiate the need for the Bilingual Teacher Training Program, California State University, Chico has identified three major areas of concern: These include: (I) An increasing percent of Ethnic and Language Minority Students in schools; (2) the demand for bilingual teachers, hence bilingual teacher training programs; and (3) the type of training local education agencies need and the competencies bilingual teachers should have. The information formulated on the basis of state and federal reports and from local assessment conducted by the Center for Bilingual/Multicultural Studies at California State University, Chico.

DESCRIPTION: The Bilingual Teacher Training Program in the Center for Bilingual/Multicultural Studies (College of Education) is a one year field Centered Competency Based program. Trainees are assigned to particular field teaching/ experience sites and are monitored until completion of the professional program. The program is described as a center where students are placed in blocks of coursework and have field placement in bilingual classrooms which are removed from the main campus. Students are supervised by on-site master teachers and by supervisors from the Program at the University.

As a result of the information gathering process, the Program identifled one main goal and a set of six objectives to guide the Bilingual Teacher Training Program.

Goal: The goal of the Bilingual Teacher Training Program at California State Univesity, Chico is to help meet the tremendous need for bilingual teachers by producing competent professionals to work in classrooms so that LEP children can have an equal educational opportunity and a chance to reach their full potential.

Objective 1: By the end of the academic year, 90% of the trainees will be able to provide instruction in English and Spanish with equal facility as evidenced by the mastery of the competencies and activities associated with this objective.

Objective 2: By the end of the academic year, 90% of the trainees will demonstrate knowledge of linguistics associated with English and Spanish LEP students as evidenced by the mastery of the competencies and activities associated with this objective.

Objective 3: By the end of the academic year, 90% of the trainees will demonstrate knowledge of the culture of the LEP students as evidenced by the mastery of the competencies and activities associated with this objective.

Objective 4: By the end of the academic year 90% of the trainees will demonstrate instructional methods and techniques appropriate to bilingual classrooms as evidenced by the mastery of the competencies and activities associated with objective:

Objective 5: By the end of the academic year 90% of the trainees will demonstrate knowledge of the processes associated with parent/community involvement as evidenced by the mastery of the competencies and activities associated with this objective.

Objective 6: By the end of the academic year, 90% of the trainees will demonstrate knowledge of assessment procedures for identifying and assisting the LEP students as evidenced by the mastery of the competencies and activities associated with this objective.

The objectives were also formulated on the basis of a realistic timeframe to provide critically needed bilingual teachers to school districts. The six major objectives were identified and associated with the competencies that bilingual teachers should acquire. These competencies which were identified through the needs assessment are then considered along with the state competencies. The commission of Teacher Credentialing specifies the competencies which the bilingual/ cross cultural emphasis teacher will develop. In addition, the Commission on Teacher Credentialing requires the Program to specify how it evaluates each student for the attainment of each competency. The Commission on Teacher Credentialing has identified several areas of skill and knowledge which they consider minimum requirements/basic competencies essential for entry into the field.

Specific personnel have been assigned to work on teaching assignments relative to each objective. University supervisors are bilingual and competent in instructional techniques and sensitive to Multicultural populations. Trainees are expected to demonstrate an overall awareness and ability for using program objectives. This Teacher Preparation Model indicates that students are to be exposed to the bilingual classroom early in their professional preparation, but at the same time continue their coursework.

The University pays the salaries of the Program Director (tenured), and program coordinator (tenured) as well as partial support for selected faculty. In addition, it provides partial support for a secretarial position. Thus, California State University, Chico is committed to continue, expand, and build upon the bilingual teacher training program when Federal assistance has ended.

RESULTS: The program met its objectives relative to administering the instructional program. These findings include: The trainees expressed more confidence in the competency and were also more assertive in their comments regarding the program and instructors. The trainees, as a group, rated their courses between Good and Excellent.

CONCLUSIONS AND RECOMMENDATIONS: The trainees felt that the Program staff were rigorous professionals and sensitive to their needs. The trainees felt the counseling by Program staff was excellent and staff remained available to provide help. The trainees did indicate that the staff was stretched thin and needed additional personnel.

Program strengths were listed as relevant coursework, master teachers, Program staff, and overall professional preparation. Serveral trainees mentioned that the bilingual trainees were better prepared than their counterparts in the College of Education. The trainees indicated that the training is rigorous with little flexible time, long hours expected, consideralbe information to be assimilated and skills to acquire. Overall, the trainees were pleased with the quality and intensity to their training.

The results, conclusions and recommendations made will make the program more effective, efficient, and relevant to the goal of producing competent bilingual teachers. The outside evaluator contracted to gather information on the program concurred with these findings.